



PREDICTION OF BURNOUT AMONG TEACHER EDUCATORS BY SOCIAL INTELLIGENCE

Gopal¹ | M & D.H. Jagadeesh²

¹ Research Scholar, P.G. Dept of Education, Gulbarga University, Kalaburagi-585106.

² Retired Prinipal, Nandini College of Education, Raichur.

ABSTRACT

The present work is an attempt to assess the Physico-chemical parameters of the Dharamsagar Thanda Pond, Kunchavaram, Chincholi Taluk, Kalaburagi District, Karnataka State, India. To determine suitability of the water for human consumption and other domestic uses. Monthly water samples are collected from different places of the Dharamsagar Thanda Pond were observed, which is 586 meters above the sea level and Latitude-17°31'48.55"N Longitude- 77°32'19.24"E. The present investigation was focused to carry out Atmosphere and Water Temperature, Total dissolved solids, pH, Dissolved oxygen, CO₂, Alkalinity, Hardness, Calcium, Chloride, Phosphate and BOD were observed. The obtained results revealed that the condition of this Pond in different months during the study period shows fluctuations in the physico-chemical parameters and showed pollution status of this Pond. It was found that the water samples collected from various sites in and around Dharamsagar Thanda village was contaminated. All sampling sites showed physicochemical parameters above the water quality standards and the quality of water is not good and it is not fit for drinking purpose.

KEY WORDS: Physico-chemical parameters, Dharamsagar Thanda Pond, Monthly fluctuations.

INTRODUCTION:

Now days it can be easily noticed that there has been a drastic change and transformation in the global scenario – also true with the educational scenario. The teacher education has taken a new dimension in this context. Liberalization, privatization, globalization and corporatization have been the slogans of these days. Therefore teacher education gains relevance only when it makes right responses to the demand of these slogans with its updated value and techniques.

Social intelligence is also called behavioural intelligence, to conclude social intelligence is the human capacity to understand what is happening in the society and responding to that understanding in the personality and socially effective manner. social intelligence consists of the ability to act in different social situations to discover other people's feelings and interests, to organize groups and negotiate solutions, to establish personal relationships with others, to express one's feelings to others to interact and participate with others in various events, to recover from embarrassing situations with the least possible losses, to recognize one's errors and failure and them, to adapt quickly to any medium one is placed in and to persuade others of one's personal view. Though everyone needs intelligence in general and social intelligence in particular especially the teachers need social intelligence in to interact and to understand with students in the school environment is very much essential. The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations".

Burnout phenomenon is considered to be most prevalent among human service professionals whose primary role is to help and interact with others in emotionally demanding contexts over time (Maslach, 1982). Given that teachers are the main provider of emotionally challenging and intensively interactive human service work in schools, it is not unusual that teachers have been a popular subject pool in the burnout literature (Schaufeli & Enzmann, 1998). Teacher burnout has been defined in a variety of ways throughout the history of the phenomenon (Gold, 1984). Studies have revealed that about as many as a third of the teachers surveyed in various studies around the world reported that they regarded teaching as highly stressful (Borg, 1990). The amount and degree of stress a teacher experiences may be related to his negative self-perception, negative life experiences, low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989). Kyriacou (2001) stated, "the stress experienced by a particular teacher will be unique to him or her, and will depend on the precise complex interaction between his or her personalities, values, skills, and circumstances" (p. 29). According to Milstein and Farkas (1988), while the stressors (e.g. students' misbehaviors and discipline problems, students' poor motivation for work, heavy workload and time pressure, role conflict and role ambiguity, conflicting staff relationships in school management and administration, and pressure and criticisms from parents and the wider community) are found to be quite common across settings in the teaching profession, teachers do not react identically to these common stressors. Specifically, some teachers might develop psychological symptoms of varying severity, ranging from mild frustration, anxiety, and irritability to emotional exhaustion as well as psychosomatic and depressive symptoms (Kyriacou & Pratt, 1985).

Teachers need social intelligence to do their teaching job effectively and satisfac-

torily because the classroom is considered as a miniature society and the teacher interacts not with machines but with children in groups. So, how well he establishes the social and emotional rapport with children in the class room decides the extent to which he is effective in his teaching and thus he will be very less prone to burnout. Social IQ is one of the most important and beneficial intelligences that the teachers can cultivate.

The present investigation was intended to explore the independent existence of social intelligence and to investigate its potentiality to predict burn out among teacher educators. The teacher educators' role as facilitators gains significance only when they respond positively to the 'New' and the 'Novel'. In addition to the acquisition of the knowledge of updated technology they should imbibe in them the emotional and social competencies essential for their success and psychological wellbeing.

METHOD:

Following hypotheses were formulated for the present study

H1: There is no relationship between dimensions of social intelligence and burn-out of teacher educators.

H2: Social intelligence is not a significant predictor of the burnout of teacher educators

Sample:

The study involved a sample of 400 teacher educators working in the teacher education colleges of, Bangalore, and Mysore universities. This sample was drawn in such a way as to make available all categories of teacher educators as mentioned in moderator variables. Stratified random sampling was employed for the purpose

Tools employed:

1. Social Intelligence Scale:

Social intelligence of the subjects was assessed through Chadha and Ganesan's (1986) social intelligence scale (SIS). SIS is a group test designed to measure the social intelligence. The test consists of eight independent dimensions. The description of 8 dimensions is given below: 1. Patience - Calms endurance under stressful situation. 2. Co-cooperativeness - Ability to interact with others in a pleasant way: to be able to view matters from all angles. 3. Confidence - Firm trust in oneself. 4. Sensitivity - To be accurately aware of and responsive to human behaviour. 5. Recognition of social environment - Ability to perceive the nature and atmosphere of the existing situation. 6. Tactfulness - Delicate perception of the right thing to say or do. 7. Sense of humour - Capacity to feel and cause amusement; to be able to see the lighter side of life. 8. Memory - Ability to remember all relevant issues: names and face of people. The split-half reliability co-efficient of different dimensions of the scale range between .89 and .96. The test-retest reliability co-efficient ranges from .84 to .97 in "the sample of 150 subjects. The validity of the test has been computed in terms of empirical validity and cross validity. For empirical validity, author's used "social intelligence test" by Moss and Hunt (N=50). The total scores of SIS have been found highly correlated with SIT i.e. .70. The cross validity of the test range between .75 and .95.

Thus the scale may be taken as a fair measure of social intelligence.

2. Burn Out Inventory:

(Misra, 2012): Burn out inventory for Indian sample is developed by Misra (2012). The inventory has 48 items measuring burn out of an individual in 8 dimensions-non accomplishment, depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and easy going. The respondent has to answer each question on five alternative Likert scale-almost always, often, many times, sometimes and always never. Further, the inventory has good psychometric properties of reliability and validity. The reliability computed for the sample of higher education teachers was .825, whereas for B.Ed. students it was .936. When validities were calculated through correlations between total burn out scores and scores on each dimension, the obtained correlation coefficients were found to be significant at .01 level. After, scoring, the scores were converted into Z scores, assigned grades too. The norms clearly indicate that higher the Z score, higher would be the burn out. The norm classification of burn out ranges from extremely low, low, below average, slightly below average, average, slightly above average, above average, high and extremely high.

Procedure:

The researcher personally went to selected colleges in University of Mysore and Bangalore University, produced the permission letters for the administration of test and took the permission from the respective heads of the institution and administers the tool to 400 teacher educators. Before administering the questionnaire, the teacher educators were assured that their responses utilized only for research purpose and maintained confidentiality. They were asked to answer all questions. Once the data were collected, they were scored and fed to the computer.

Further, statistical analysis was done through Pearson's product moment correlation and stepwise multiple regression, to find out the mutual relationship between dimensions of social intelligence and burnout as well as to predict burn out from social intelligence scores. .

Tables 1 and 2 present results of Pearson's product moment correlation and stepwise multiple regression respectively.

RESULTS:

Table 1: Results of Pearson's product moment correlations between dimensions of burnout and social intelligence

Variable 1	Variable 2	Correlation coefficient	Significance level
SI-patience	Burnout	-.141	.005
SI-Cooperativeness	Burnout	-.139	.005
SI-Confidence	Burnout	-.143	.004
SI-Sensitivity	Burnout	-.104	.038
SI-Recognition of social environment	Burnout	.050	.319
SI-tactfulness	Burnout	-.120	.016
SI-Sense of humour	Burnout	-.016	.742
SI-memory	Burnout	-.132	.008
SI-Total	Burnout	-.188	.001

Burnout and dimensions of social intelligence: Out of 8 dimensions of social intelligence, 6 dimensions correlated significantly and negatively with burnout scores. The obtained correlation coefficients between burnout and patience ($r = -.141$; $p = .005$), Cooperativeness ($r = -.139$; $p = .005$), confidence ($r = -.143$; $p = .004$), sensitivity ($r = -.104$; $p = .038$), tactfulness ($r = -.120$; $p = .016$), memory ($r = -.132$; $p = .008$) and total social intelligence ($r = -.188$; $p = .001$), were found to be significant and negative. Only 2 dimensions of social intelligence, i.e, recognition of social environment and sense of humour were not significantly related to burnout scores.

Table 2: Results of stepwise multiple Regression

Variables Entered	R	R ²	Adjusted R ²	Std. Error of the Estimate
SI-Confidence	.143	.021	.018	12.74340
SI-Sensitivity	.179	.032	.027	12.68390

When stepwise regression was applied to find out the predictors for burn out by 8 dimensions of social intelligence, following results were obtained. When scores of 8 dimensions of social intelligence were regressed on total burnout scores, the analysis revealed that only 2 dimensions of social intelligence best predicted burnout of the teacher educators. The first variable to enter in the equation was confidence with the correlation coefficient of .143, R² value of .021 and adjusted R² value of .018. The second dimension of social intelligence to enter into the equation along with the confidence was sensitivity with the combined correlation of .174, R² value of .032 and adjusted R² value of .027. In total both confidence and sensitivity dimensions of social intelligence contributed 2.7% of the burnout. In other

words, lesser the social intelligence in confidence and sensitivity more was the burn out for teacher educators.

DISCUSSION:

Major findings of the study

- The obtained correlation coefficients between burnout and patience, Cooperativeness, confidence, sensitivity, tactfulness, memory and total social intelligence were found to be significant and negative.
- Two dimensions of the social intelligence- recognition of social environment and sense of humour were not significantly related to burnout scores.
- Out of 8 dimensions of social intelligence, only 2 dimensions best predicted burnout; they are confidence and sensitivity and predicted to an extent of 2.7%.

From the above findings it is evident that social intelligence has definite influence on burnout of teacher educators to some extent. It is clear that when confidence and sensitivity are low, the burnout of the teacher educators is high. This finding calls for further inquiry why low confidence and sensitivity leads to higher burnout rates among teacher educators. It boils down the fact that the other dimensions did not have much influence over burnout, but it is the confidence and sensitivity which had influence on burnout among teacher educators.

H1 stated as there is no relationship between dimensions of social intelligence and burnout of teacher educators is partially accepted as the analysis revealed that few dimensions of social intelligence are significantly and negatively related to burnout. H2 stated social intelligence is not a significant predictor of the burnout of teacher educators is rejected as at least 2 dimensions of social intelligence significantly predicted the burnout of teacher educators.

The association between social intelligence and teacher burnout has received increasing attention in educational settings. The results of the present study are in agreement with studies done elsewhere. A study by Hampel, Weis, Hiller and Witthoft (2011), revealed that behavioral component of social anxiety is negatively related to the two domains of social intelligence social understanding and social memory and perception. Barbosa, Cortez and Macuch (2016), found self-esteem of teachers had close relationship with burnout.

To conclude, high social intelligence of the teachers is negatively correlated with teachers' burnout dimensions. These could have practical implications for educational settings in order to enhance the quality of school life. In order to reduce the teachers' burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more social and emotional intelligent and more confident in their own possibilities of success both personal and professional. The authors suggest that the identification both of teachers' life satisfaction level and the teachers' social intelligence is important in terms of teaching profession, since it could predict a better attitude toward work and a lower chance to experience burnout.

REFERENCES:

- Barbosa, A, Cortez, L, & Macuch, R. (2016). Self esteem and its relationship with the burnout syndrome. International symposium on qualitative research, proceedings, pp. 97-101.
- Borg, M. (1990). Occupational stress in British educational settings: A review. Educational Psychology, 10, 103-126.
- Chadha, N.K. (2015). Questionnaire and manual for Social Intelligence Scale. Agra: National Psychological Corporation
- Gold, Y. (1984). Burnout: A major problem for the teaching profession. Education, 104 (3), 271-274
- Hampel, S., Weis, S., Hiller, W & Witthoft, M. (2011). The relations between social anxiety and social intelligence: A latent variable analysis. Journal of anxiety disorders, 25 (4), 545-553.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. Educational Review, 53 (1), 27-35
- Kyriacou, C., & Pratt, J. (1985). Teacher stress and psychoneurotic symptoms. British Journal of Educational Psychology, 55, 61-64
- Maslach, C. (1982). Burnout: The cost of caring. Englewood Cliffs, NJ: Prentice-Hall, Inc
- Milstein, M. M., & Farkas, J. (1988). The overstated case of educator stress. Journal of Educational Administration, 26, 232-249
- Misra, K.S. (2012). Questionnaire and manual Burnout Inventory. Agra: National Psychological Corporation
- Schaufeli, W. B., & Enzmann, D. (1998). The burnout companion to study & practice: A critical analysis. Philadelphia: Taylor & Francis
- Worrall, N., & May, D. S. (1989). Towards a person-in-situation model of teacher stress. British Journal of Educational Psychology, 59, 174-86.